BIBESOIN
Better Inspection for better social inclusion

Report
Short-term joint staff training event 3

Ref.	BIBESOIN_STJSTE_20210421_Malta_online
Attendances	Christopher Kenely; Anthony Grech; Robert Cassar; Mariella Farrugia; Ruth Farrell; Bernardette Mercieca; Carlos Grima; Erik De Bou; María Saturnina Rueda Egido; Jon Wright; Elizabeth Counsell; Mamta Arnott; Jacqueline Vanhear; Denise Gatt; Ann-Marie Bartolo; Ameye Yvan; Lucrèce Matthijs; Dominique Quere; Kaidi Maask; Hille Voolaid; Herman Franssen; Alexander Cutajar; Manuel Fenech; Elen Ruus; Panayiotis Kyrou; Genethlis Genethliou; Sylvia Van Impe; Ludo Pottier; Estelle Oudin
Theme	Report short-term joint staff training event 3 - BIBESOIN
Date	**20ᵗʰ – 21ᵗʰ April 2021**
Reporters	Ms Ann Marie Bartolo, Ms Ruth Farrell and Ms Bernardette Mercieca
Location	**Malta – online**

PROGRAMME

Better Inspection for BEtter SOcial INclusion
Malta online training event programme April 2021

'Reducing barriers and increasing learner engagement through digital technologies'

TUESDAY 20th APRIL 2021 - DAY 1		
Time	**Activity**	**Person Responsible**
08:45	Welcoming speech	Dr Jacqueline Vanhear (*Director - QAD*)
09:00	'From Digital Literacy to Digital Competence: Supporting Schools in Digital Education.' *Question time.*	Mr Keith Aquilina (*Education Officer - Digital Literacy*)
09:30	'Mitigating digital challenges since Covid-19 outbreak within our school community.' *Question time.*	Ms Annabelle Borg Gaffarena, Ms Charmaine Seguna and Mr Albert Muscat (*Head and Assistant Heads of SGPC Blata l-Bajda Middle school*)
09:55	'Fixing the glitch - Gamification in Digital Education as a means to strengthen learner inclusion and engagement.' *Question time.*	Members of the school community at The Archbishop's Seminary
10:20	B R E A K	
10:35	'Good Practices of Digital Tools at MRC Secondary School Mosta Zokrija.' *Question time.*	Ms Michelle Borg (*Head of Department for Digital Literacy & Transversal Skills*)

11:00	'Grasping the Digital Nettle - A Snapshot of the Use of Digital Technologies at St Anne's Marsaskala Primary School.' *Question time.*	Ms Ritienne Borg Saliba, Ms Romina Baldacchino, Ms Sonia Lungaro and Ms Jeanette Cardona (*Head and educators at STMC St Anne Marsascala Primary school*)
11:25	Participants' reflections following presentations / sharing of practices and overall evaluation of day 1 of the training event.	BIBESOIN Participants
12:00	Closure of 1st day	Dr Jacqueline Vanhear (*Director QAD*)

WEDNESDAY 21st APRIL 2021 - DAY 2		
Time	**Activity**	**Person Responsible**
08:45	Introduction to Day 2	Dr Jacqueline Vanhear (*Director QAD*)
08:55	'The use of technology in facilitating Learning and Inclusion in the Primary Classroom: The experience of St Joseph Paola.' *Question time.*	Ms Sara Debono and Ms Stephanie Saliba (*educators at St Joseph School Paola*)
09:30	'Empowering education via AI and Games.' *Question time.*	Prof. Georgios N Yannakakis (*Director Institute of Digital Games, University of Malta*)
10:00	'Around Malta Digital Scavenger Hunt.' *Question time.*	Ms Dorita Maniscalco and Mr Matthew Cassar (*Head and educator at SNC Mgarr Primary school*)
10:25	B R E A K	
10:40	'Assistive Technology to support social inclusion in the classroom.' *Question time.*	Ms Jamie Said and Ms Martina Zarb (*speech and language therapists at ACTU*)
11:05	'Creative Learning Spaces.' *Question time.*	Ms Anna Napier (*Head at SMC Senglea primary school*) and Mr James Callus (*Head of Department, Digital Literacy*)
11:30	Participants' reflections following presentations / sharing of practices and overall evaluation of day 2 of the training event.	BIBESOIN Participants
12:05	Closure of the BIBESOIN Malta training event.	Dr Jacqueline Vanhear (*Director QAD*)
12:15	B R E A K	
13:00	Participants continue the compilation and development of the TESSIE tool kit.	Mr Erik De Bou and Ms Mamta Arnott (*coordinators of the TESSIE toolkit*)

REPORT - REFLECTIONS

Outcomes/reflections of the BIBESOIN Malta online training event 20th and 21st April 2021.

Introduction
During the last months, due to the current worldwide health crisis, schools across participating countries experienced common challenges and had to quickly respond and adapt. To urgently convert learning and teaching to a digital environment, countries needed to strengthen both the supporting infrastructural systems (connectivity and access to devices) and the competencies in digital skills of the various stakeholders. In a very short time huge leaps have been made in digital development and the use of digital platforms, digital tools, and a change towards online pedagogies.

Participants of the BIBESOIN Malta online training event, henceforth referred to as participants, praised the strategy applied in a timely manner by Malta to fund and provide stakeholders with various devices, digital platforms, and tools. This has served to address digital exclusion and ensure a sense of community when learning was moved to a remote environment. Participants also came up with comments, reflections and recommendations at the end of the training event.

Digital Technology as a means to achieve Equity and Inclusivity
The main goal of the BIBESOIN project is to provide inspectorates with a framework and tool box (TESSIE) by which to evaluate and stimulate social inclusion in schools. In this regard, participants highlighted that:
- the use of digital technology can be a means to eliminate barriers for learners with specific learning needs and bring about more equity.
- digital deprivation can lead to social exclusion. Ensuring that all learners acquire the necessary digital competences would contribute towards reducing learning gaps and the prevention of pupils dropping out of the system.

Way Forward
- As inspectors we should assess the extent to which digitalisation helps to reduce learning gaps and student drop-out rates and whether this effect is temporary or carries with-it long-term benefits.
- As inspectors we need to consider that the provision of an adequate infrastructural system is not enough to eliminate all barriers to learning. We also need to give importance to the psychosocial aspect.
- Specific materials or aids that are essential to remove learning barriers should be considered as a right for the child and should be provided by public authorities and not funded by their families.

Digital Technology and the Curriculum
There was a consensus among participants that:

- presentations over the two days offered a variety of practical examples on how the educational experience of learners can be enhanced through digital literacy and digital skills.
- it is better to embed digital competence as a vehicle to learning across the curriculum rather than presenting it as a subject on its own.

Way Forward
- Embedding digital competencies across the curriculum should be a goal for all schools in all participating countries and when planning for future inspections/school reviews one should consider or continue to consider this aspect.
- Digital technology across the curriculum should be a means to alter traditional educational practices. Digital technologies need to be used to enhance learning for higher thinking skills, creative thinking, problem solving, critical thinking, collaboration and acquisition of other 21st Century skills.
- Inspectorates should take stock of the current practices in schools and their effect on all stakeholders. Outcomes should be shared and evaluated by all inspectorates and used to inform future policies and sustain good practice in schools.
- Integrating ICT effectively throughout the curriculum is time consuming for educators. To ensure the wellbeing of teaching staff, competent authorities should consider allocating specific time for this planning/preparation.

Continuous Professional development and Support to Stakeholders
Schools have responded to the rapid changes presented during these last months through various innovative educational practices. However, the situation created a lot of uncertainty amongst all stakeholders. Participants highlighted that:
- All stakeholders need to be supported to ensure learners continue to benefit from a holistic and quality education.
- Across countries various agencies that provide support in digital technology have assisted the different stakeholders to smoothly convert the teaching and learning process to a digital environment and ensure meaningful engagement.

Way Forward
- Effective communication among all stakeholders is an important element. It is essential to continue to listen and understand the concerns of all stakeholders and provide them with the necessary continuous support.
- After having the proper infrastructural system in place, and educators equipped with the necessary skills, the educational systems should now focus on the professional learning of the appropriate pedagogies that accompany the use of digital teaching.
- Professional development needs to be extended also to inspectors/reviewers so that evaluation can be carried out effectively.

Learner Engagement: Screen time balance and personalised learning

During the webinar various benefits of using new technologies in education were mentioned.

- Gamification brings learning closer to the activities that students do in their free time and makes learning fun. This also provides prompt feedback to teachers and learners about learning in new ways that was not possible before.
- The use of ICT, digital tools and special software for students with special needs empowers these learners to be more self-sufficient at school and when working from home. Thus, stimulating their positive self-image and enhancing the skills they need in their adult life.
- Digital tools have expanded the notion of school – schools can be anywhere, and learning can take place wherever students can connect to the internet.
- New technological solutions make it possible to offer custom-made learning paths to learners. It also helps to create connections between subjects that did not exist before and support students with special needs in a more effective way.

Way Forward

- Use of ICT at school leads to more sedentary behaviour and higher screen time. Is that desirable? What is the influence on the development of the children (brain development, social development, physical development)? Educational systems should now aim to strike a balance between on-screen learning and outside/non-screen activities for learners especially the youngest.
- Using digital tools for learning enables adaptive education to cater for learner variability and create the possibility to personalise learning. This however raises the concern of over individualised education to the detriment of peer group learning and the acquisition of social and communication skills.

Gauging the quality of technology assisted learning and teaching.

The next step in this digital process should be to measure the effects on the learning process and safeguard its quality. Participants raised the following points:

- An assessment on the impact of the increased use of digital technology in education needs to be carried out.

- Theoretical research on the use of digital technology and the impact of digital classroom practice would enable a better understanding of learning mechanisms and more efficient teaching.

Way Forward

- Schools need to self-evaluate and assess the true impact of the increased use of digital technology on the school community. School development planning should reflect these outcomes.
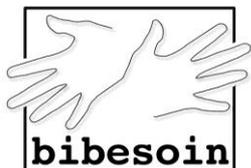
- Inspectorates should make use of various tools, for example TESSIE Tool box, to measure how the increased use of digital technology is impacting social inclusion and whether it is, in reality, reducing barriers for learners.
- The link between theoretical research on the impact of digital technology and practice at classroom level needs to be strengthened.

Conclusion

The use of digital technology is not a goal in itself. Technology is a tool that can be used to reach educational goals, enhance social inclusion, reduce barriers for learning and encourage learner engagement. School developmental programmes need to reflect a strong vision towards integrating innovative technology into the regular curriculum and daily classroom practice. However, the role of the educator is paramount in determining pedagogical choices and in creating a meaningful, value-added learning experience to learners. Educational systems need to invest in the continuous professional development of all educators and provide support to all stakeholders to address future challenges and assure the provision of quality education to all learners.

WORKING SESSION AND DISCUSSION

1. Reflection and discussion about the creation and development of TESSIE (Toolbox for Evaluating and Stimulating Social Inclusion in Education in mainstream schools) **and the website**

The following topics will be included in TESSIE

TESSIE = RESOURCE + FORMATION
- European vision on inclusion
- The national systems of the partners and 'swots'
- Reports of the training events and meetings with reflections and discussion
- Formation:
    o evaluation framework for assessing how well schools address disadvantage
    o Thematic systems
    o Tools in regular inspection

Questions (what can be written about the training events in TESSIE)
- *Which are the good practices that we've seen or heard during the visits or in the meetings, that inspectorates can promote?*
- *How can Inspectorates adapt their system for stimulation or evaluate these good practices?*
- *How can the professional development of Inspectors be adapted?*

The website

From BIBESOIN button on SICI – not a separately designed website

Introduction (each bullet is a button after the introductory text)
- Partners (explaining who we are)
- Purpose of the project
- The European Vision on Inclusion
- Events
- TESSIE toolbox

Content under each button
Partners (all information other than each organisation's icon)
- paragraph explaining who we are and what we are doing together and why
- logo of each organization (to take to each organization website) and brief paragraph introducing the work of each partner (we need guidance for each partner on what topics to include in the section as sub-headings - TBC) and the motivation to be a partner in the project

Purpose of the project
- who is it for and its aims and what is BIBESOIN, explain that this is the picture of 2020 (refer to project plan)

The European Vision on Inclusion
- Introduction how this influenced us/how this was important to us in developing this project
- Explain the vision

Events
- Timeline of events (we'd like this to be interactive if possible)
- Report from each event

TESSIE (in full) (design a website for TESSIE only or it could be a webpage)
- Introduction to the toolbox (to learn from each other and resource for inspectors), including the index of inclusion. Could have a visual representation – a triangle, or circle with the child and its learning at the centre.

Buttons to each of the following:
- Policy – focus on leadership, ensuring that inclusion permeates the school's work (consider 5 questions or prompts – possibly linked to the fingers on the BIBESOIN hand)

- Culture – ethos, support, acceptance, collaboration, accessibility, attitudes (consider 5 questions or prompts – possibly linked to the fingers on the BIBESOIN hand)
- Practices – teaching and learning, support and guidance (consider 5 questions or prompts – possibly linked to the fingers on the BIBESOIN hand)
- The child – outcomes/learning (could be at the centre of the triangle)

Things to consider:
- Do we want to involve children in developing or testing out our tool?
- Do we need a separate button on the website for training? Setting out an example of how the toolbox could be used in training (need to be explicit that this isn't the definitive training for using the toolbox)

2. Administration

Signing participants list
Signing certificate of attendance
Completing and/or controlling 'expert team list' (on MS TEAMS)
Everybody can put extra's in report (on MS TEAMS)!
Putting pictures in folders on MS TEAMS.

REMINDER: In the application form is written:
The expert teams of all partners will work approximately with two participants (teachers/trainers/researchers/inspectors) for a period of 5 working days each project year to create the toolbox TESSIE (desk research, interview, publications, guidelines…) That means for the budget for the intellectual output will be 20 working days for each partner.
The coordinator will organise the website and the application online.

Please use the document 'timesheet Erasmus+ KA2' (which you can find on MS TEAMS) for the administration of the working days! (use one timesheet/staff member - total/day can be max. 1 daytime (example 4h = 0,5)).

TO DO

Point of agenda	What	Who	Until when	✔
Desk research	The legal framework and policy framework of your country/region	Each partner		

and interviews	The approach of your organisation	Each partner		
	SWOT analysis of the approach of your organisation	Each partner		

<mark>Information and discussion about the organisation of the next meetings</mark>

SHORT TERM STAFF TRAINING EVENT 4 (C4) - CYPRUS
Date 18 - 22 October 2021

REMINDER: In the application form is written:

About the tasks
During the short-term joint staff training events (STJSTE) (with job-shadowing) the multinational teams will be introduced in the national inspection system of the host as 'friendly consultants'.
The contact person of every partner organisation, the national coordinator, will analyse the possibilities of the participation of their colleagues. Every short-term joint staff training events focuses on a specific topic (year theme of SICI) and different sub objectives of 'social inclusion' in regular education. It is important to involve the 'specialists' on these selected themes.
We firmly believe that partners send a team of two participants to each of the activities. This has two advantages: professionalization in a team has a greater impact than individual professional development. In addition, a team of two people will have greater influence in the dissemination of learning outcomes with colleagues.

About organising a 'short-term joint staff training event'
The coordinator can share good practice from previous travel arrangements on the practical arrangements that need to be put in place. All partners will get information about: the preparations for the trip, the European Health Insurance Card, accommodation agreements and attendance certificates issued by the organizing partner.
Organizing partners will offer a list of accommodations but visiting partners will book the accommodation themselves unless the organizing partner offers to do so, e.g. when price offers or other special arrangements are involved.
Organizing partners publish the best way to travel.
Organizing partners will publish the program well in advance by email and on the virtual document platform.
All participating partners know they will have to write about their mobility's. Report models are available.
All travelling participants must keep track of their boarding passes and send the scanned documents to the coordinator.
The participants will receive a training certificate which can count as an official certificate of attendance and proof of participation to an official training course.

About the content
Part one: workshop with the highlights of the (national) educational and supervisory system of external evaluation by the hosting partner with specific focus on the organization of inclusive education in mainstream schools.
Part two: 'job-shadowing' by visiting local regular schools during evaluation and/or stimulation where possible. This will be organised to exchange experiences by peer learning activities.
Part three: discussion around the consequences, the strengths and the weaknesses and impact in reflection sessions.

Weblinks about this training event

Project Management and Implementation

C3 April 2021
SJSTE 3 in Malta:
Innovative practices of inspection and their impact on schools to support and assess new approaches to reducing disparities in access to and engagement with digital technologies in formal and non-formal education. Attention will be given to addressing gender differences in relation to ICT.

A8 May 2021
- Discussion of the reports and feedback on the SJSTE 3 with the different expert teams of the partners.
- Gathering information for TESSIE.

A9 September 2021
- Preparing for C4 which helps Cyprus to prepare the SJSTE's content

C4 October 2021
SJSTE 4 in Cyprus

Internal quality assurance of inspectorates to foster in schools the development of social inclusion in all his aspects by putting the first tangible outcomes of the Toolbox into practice.

A10 October 2021
- Discussion of the reports and feedback on the SJSTE 4
- Gathering information for improving TESSIE

A11 November 2021
- Update and follow-up of the input, adjustment and finalisation of TESSIE
- Preparing the final transnational project meeting and the multiplier event.

M3/E1 December 2021 in France
- Putting the first tangible outcomes of the TESSIE into practice
- Start of the final dissemination and sustainability plan

A12 December 2021
- Completing dissemination plan.
- Website update.
- Organizing further dissemination and sustainability plans

A13 December 2021
- Creation of the Christmas newsletter by SICI secretariat for dissemination
- Finishing the end report